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ABSTRACT

A practicum comparing the baccalaureate degrees and credit hour requirements for degrees offered by institutions accredited by the American Association of Bible Colleges (AABC) to identify appropriate norms at colleges like Practical Bible Training School (PBTS) is presented. A questionnaire was sent to chief academic officers at the 96 AABC member and candidate schools to gather data on the degrees offered and the number of credit hours needed for the total program, Bible and theology, general education, the major, and the minor (and 80% responded). Results include the following: six degrees were offered by over 10% of the AABC institutions (Bachelor of Arts, Bachelor of Science, Bachelor of Theology, Bachelor of Religious Education, Bachelor of Music, and Bachelor of Sacred Music); Bachelor of Arts and of Science were the only ones offered by over half of the colleges; Bachelor of Theology and of Religious Education were found to have regional significance in the Midwest and Canada, as was Bachelor of Music in the Midwest and of Science in the Northeast; and average credit hours for the degrees ranged from 123 to 154 for total credits, 37 to 46 for credits in Bible and theology, 34 to 46 for general education, and 33 to 72 for the major. The six common AABC degrees were recommended for the initial degree offered by PBTS. Five appendices offer the following: the number of different academic degrees in use in 1960 listed by academic discipline, baccalaureate degrees offered by 106 Christian colleges in 1987-88, Bible colleges participating in the study, the questionnaire, and credit hour requirements by region, enrollment, and accreditation category for each degree. Tables are included. Contains 36 references. (SM)

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A COMPARISON OF BACCALAUREATE DEGREE CREDIT HOUR REQUIREMENTS
AT SELECTED BIBLE COLLEGES

Emergence of Higher Education in America

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A Practicum Presented to Nova University in Partial
Fulfillment of the Requirements for the
Degree of Doctor of Education

Nova University

September 1988

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ABSTRACT

The board of directors at Practical Bible Training School (PBTS) has directed the administration and faculty to develop a baccalaureate degree program, the first degree offered by PBTS in its eighty-eight year history. The purpose of this practicum was to compare the baccalaureate degrees and credit hour requirements for degrees offered by institutions accredited by the American Association of Bible Colleges (AABC) to identify appropriate norms at colleges similar to PBTS.

A questionnaire was sent to the chief academic officer at the ninety-six AABC member and candidate schools to gather data on the degrees offered and the number of credit hours required for the total program, Bible and theology, general education, the major, and the minor. Eighty percent of the colleges responded.

The following six degrees were offered by over ten percent of the AABC institutions (in order of frequency): Bachelor of Arts, Bachelor of Science, Bachelor of Theology, Bachelor of Religious Education, Bachelor of Music, Bachelor of Sacred Music. The Bachelor of Arts and the Bachelor of Science were the only degrees offered by over half of the colleges responding. The Bachelor of Theology and Bachelor of Religious Education were found to have regional significance in the Midwest and Canada, as was the Bachelor

of Music in the Midwest and the Bachelor of Science in the Northeast.

Average credit hours for the six degrees ranged from 123 to 154 for total credits, 37 to 46 for credits in Bible and theology, 34 to 46 for general education, and 33 to 72 for the major. Average credits in the minor ranged from seventeen to twenty-one hours; however, only thirty-seven percent of the programs included minors.

The six common AABC degrees were recommended as candidates for the initial degree offered by PBTS with emphasis placed on special consideration for the Bachelor of Arts and Bachelor of Science due to the recognition and use of these degrees by so many other Bible colleges. It was recommended that credit hour requirements for the new degree be kept within one standard deviation from the mean found at AABC schools in the five credit categories analyzed. A sample breakdown of proposed credit hour requirements was provided for each of the six degrees recommended.

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INTRODUCTION

Practical Bible Training School (PBTS) is a three year Bible college specializing in career education for church-related ministries. Since 1900, PBTS has offered postsecondary training for ministry careers in a three year format leading to a professional diploma rather than a college degree. The content of the 108 hour program is very similar to the baccalaureate degree programs offered by other Bible colleges, but with fewer liberal arts or general education courses.

Underlying Problem

On May 1, 1987, the Board of Directors approved plans to pursue offering the first baccalaureate degree in the college's 87-year history. The initial task in this process was to select an acceptable degree that reflected the ministry purpose of the institution, yet was highly recognized by sister institutions, the accrediting agencies associated with PBTS, and the State of New York. Curriculum planners for the new program were plagued by an influx of conflicting opinions about degree requirements as held by various members of the administration and faculty. Concrete evidence of what degrees and degree requirements would be acceptable for the new program at PBTS was desperately needed.

Purpose of the Study

The purpose of this practicum was to compare the baccalaureate degree credit hour requirements at colleges accredited by the American Association of Bible Colleges (AABC) to assess the general requirements of degrees offered by sister institutions to PBTS. The intent was to identify academic degrees currently used and recognized by other Bible colleges, and to identify the number of credit hours these institutions required in their programs. In addition to the number of overall credits required for the degree, the number of credits required in Bible and theology, general education, and the major and minor were reviewed.

BACKGROUND AND SIGNIFICANCE

A comparison of baccalaureate degrees offered by other Bible colleges and the number of credit hours required in various divisions at those institutions will be of significant value as PBTS considers its first degree. Such evidence may help to dispel some of the assumptions about what degrees are valid, and what requirements may be respected by other institutions, accrediting agencies, and constituencies related to PBTS.

Relation to the Nova Seminar

This project was conceived in the Emergence of Higher Education in America Seminar at Nova University. The historical background on degree proliferation and the

comments by various degree reform proponents given below were first encountered in the readings for the Emergence seminar. It was through this seminar that the conflicting positions on program requirements and degree selection at PBTS were seen to have broader foundations in the history of American higher education.

Review of Literature

Historical Antecedents

The meaning of baccalaureate degrees has been greatly obscured by the lack of clear definition for academic degrees and the proliferation of degree titles over the past century. Originally, the bachelor's degree of the medieval university identified an interim certification in the process of acquiring the knowledge of a trade, recognized by a master's or doctorate degree (Baldwin, 1971:23). The basic curriculum of the medieval university was liberal education, consisting of the seven liberal arts--grammar, logic, rhetoric, arithmetic, geometry, astronomy, and music. In the guild system, students at the baccalaureate level were commonly referred to as bachelor's because their income was insufficient to support a family, and master is still retained today in reference to those established in a trade (e.g., master carpenter or plumber). In modern Europe, the baccalauréat has degenerated into the French term for a secondary school diploma, and "college" is used to refer to secondary schools throughout England (Spurr, 1970:12).

The first baccalaureate degree in America was the Bachelor of Arts (BA), offered by Harvard College in 1636. This was the only degree offered by Harvard, and was awarded for completion of the four year classical curriculum retained from the medieval university (Spurr, 1970:11). Rudolph (1962:336) identifies the BA as the traditional academic degree of eighteenth century America, with the master's being a formality, "a degree which customarily went to all college men who three years after graduation were not in jail." All of the 4,773 degrees conferred by the nine colonial colleges before 1776 were BA's, and of the 9,144 baccalaureate degrees conferred by the nineteen American colleges existing before 1801, 8,994 were BA's (Eells, 1963:85). Only two other American degrees were available in 1801, the Bachelor of Medicine with 149 conferred before 1801 and the Bachelor of Law with only one conferred in 1793.

The popularity of conferring a BA degree for graduates prior to 1820 is rooted in the curriculum needs of America. Higher education existed to produce "gentlemen" in the mold of the English universities. The liberal arts curriculum was highly appropriate for this purpose, because it was more effective at establishing character than developing occupational skills. Whaley (1966:527) states that "colleges established in the U.S. before the Civil War had a major focus in common; imparting what was understood to be the corpus of knowledge." Consequently, the BA

eventually came to signify a major emphasis on the classics (Eells, 1963:86).

The 1820s and 1830s gave rise to the movement to provide education in areas other than the classic liberal arts. These early efforts at a popular curriculum that was meaningful to contemporary American life were in the form of non-degree, certificate programs, much like the vocational ministry diploma currently offered by PBTS. Thomas Jefferson's University of Virginia developed an elective system in 1824 that consisted of eight schools from which the student could freely select his course of study. Each school gave its own non-degree diploma (Rudolph, 1962:125-26). Miami University of Ohio followed in 1825 with its "English Scientific" program, consisting of modern languages, applied mathematics, and political economy substituted for the ancient classics. Graduates received a certificate of proficiency (Rudolph, 1962:113). The University of Virginia abandoned its non-degree program in 1831, offering a limited elective curriculum for degree credit. However, during the same year, Brown College initiated a non-degree elective program. By 1850, Brown's elective program had developed into a new degree, the Bachelor of Philosophy (Brubacher and Rudy, 1968:105).

The movement toward popular education resulted in scientific schools operating alongside the traditional liberal arts college in the 1850s and the land grant colleges in the 1860s. Lockwood (1982:39) points out that

the emphasis in higher education shifted away from the general liberal arts to professionalism and the disciplines. The growing industrial society created educational demands that could not be fulfilled in the BA. Under these societal pressures and the desire for degree nomenclature, many non-degree programs evolved into scientific and technical degree programs (Rudolph, 1962:125-26). Rensselaer Polytechnic Institute offered the first engineering degree in 1835, granting the Bachelor of Natural Science degree from 1835 to 1849. In 1850, Rensselaer granted the first recorded Bachelor of Science (BS) degree (Eells, 1963:86). Harvard's new Lawrence Scientific School conferred its first BS degree in 1851, followed by the BS at Dartmouth College's Chandler School of Science and the Arts in the same year, and Yale's Sheffield Scientific School with the Bachelor of Philosophy in 1852 (Rudolph, 1962:231-32). By 1860, the Bachelor of Science or Bachelor of Philosophy degree was also offered at the University of Rochester, Denison College, the University of Michigan, Illinois College, University of North Carolina, New York University, the State University of Iowa, and the University of Missouri (Rudolph, 1962:232-33).

Degree Title Proliferation

The movement toward professional degree credentials between 1850 and 1950 was the greatest catalyst for the proliferation of degree titles. Eells (1963:7) cites a 1872 report of 298 colleges with fourteen different baccalaureate

degrees, and the 1877 annual report by the U.S. Commissioner on Education which identified eleven commonly granted degrees. The report segregated professional degrees from general collegiate degrees and identified appropriate disciplines for each degree. The BA and BS degrees were listed as general collegiate degrees. Professional degrees included the Bachelor of Divinity, Doctor of Medicine, Doctor of Dental Surgery, Graduate in Pharmacy, Bachelor of Laws, Civil Engineering, Mining Engineering, Bachelor of Agriculture, and Bachelor of Architecture. By 1887, sixty degree varieties were common, and Flavel Thomas's Dictionary of University Degrees, published in 1898, includes 242 degrees. Thomas commented, "I find that most people who are fairly educated do not know what one quarter of the degrees mean" (Eells, 1963:7).

The proliferation of professional degrees and degree titles continued into the twentieth century. A 1960 U.S. Office of Education bulletin lists 2,452 American academic degrees with 1,600 in use at the time (Whaley, 1966:526). Appendix A summarizes the number of degrees offered in each discipline. Other findings in the study include the BA offered by 1,005 colleges, the BS offered by 779 colleges, and the following seven degrees offered by over one hundred colleges (in order of frequency): Bachelor of Science in Education, Bachelor of Music, Bachelor of Science in Music, Bachelor of Science in Business Administration, Bachelor of Divinity, Bachelor of Science in Home Economics, and

Bachelor of Science in Electrical Engineering (Eells, 1963:87).

In the last half of the nineteenth century, institutions devised entirely new degrees, retaining only the term "bachelor" in the title. However, the tendency in degree designations in the twentieth century was to append a term for the specialized discipline to the end of one of the more traditional degree title. As a result, there were 426 varieties of BS degrees, 108 varieties of BA degrees, 27 varieties of Bachelor of Music degrees, and 29 varieties of Bachelor of Fine Arts degrees in 1960 (Eells, 1963:87).

Variations of the bachelor's degree in America only hinder further clarification. Prior to reforms in the 1970s, the Bachelor of Laws and Bachelor of Divinity were three year, postgraduate degrees, and baccalaureate degrees in pharmacy, architecture, city planning, theology, library science, and engineering were five year, undergraduate degrees (Spurr, 1970:51, 56). Multiple degrees for the same discipline caused further ambiguity. For example, a music major may earn the BA, BS, Bachelor of Music, Bachelor of Music Education, BS in Music Education, or Bachelor of Sacred Music.

For the lay observer, further complication is created by the frequent use of unfamiliar degree abbreviations. Overlap of degree abbreviations is minimal today, but can still be found. For example, BSME is customarily used for Bachelor of Science in Mechanical

Engineering; however, it is retained at some institutions for Bachelor of Science in Music Education. Even the nomenclature for the more traditional bachelor's degrees can be confusing to the novice. The Bachelor of Arts (BA) in English usage is also the Artium Baccalaureus (AB) in Latin, and the Bachelor of Science (BS) is the Scientiae Baccalaureus (SB). Eells (1963:5) states that some colleges inconsistently retain the modern, English forms on some institutional documents, and the older, Latin forms on others.

Whaley (1966:531) cites several external factors that contributed to the proliferation of degree titles. Rigid restrictions were often imposed on institutions by accrediting agencies and state education departments, preventing professional programs from being associated with arts and science degrees. Professional groups also demanded degree distinctions between similar disciplines; civil engineers wanted degrees that distinguished them from chemical engineers, etc. Although many of these external influences represented unscholarly and illogical opinions, colleges were expected to comply.

Christian liberal arts colleges and Bible colleges have not been exempt from the proliferation of degrees. The "1987-88 Christian College Directory" (1987:CG16-66) lists seventy-four Christian liberal arts colleges and thirty-two Bible colleges which grant baccalaureate degrees. The BA and BS were the only degrees offered by more than one-third

of the institutions of either type. All of the liberal arts colleges offered the BA degree, with fifty-two percent offering the BS degree; sixty-nine percent of the Bible colleges offered the BA degree, with twenty-four percent offering the BS degree. Only six other degrees were offered by more than five percent of the colleges in the listing. Of the twenty-three other degrees offered by these institutions, seventeen were offered by a single college, and five of those were offered by the same institution. The various degrees offered by these Christian colleges are listed in Appendix B.

The proliferation of degree titles has come under considerable criticism in recent decades. Eells (1963:87) states that a trend is growing among liberal arts colleges to return to an all-inclusive BA. Spurr (1970:61) recommends that liberal arts colleges restrict themselves to offering the BA only, and that universities should offer two parallel, equal tracks leading to the BA or BS degree, depending on discipline. The Task Force on Educational Credit and Credentials (1978:12-13) recommends that "institutions should give careful attention to the use of degree designations, to include consistent use of the terms 'arts' and 'science.'" The Task Force suggests that these degrees should be limited to broad academic programs with the BA used for the arts, humanities, and letters, and the BS used for all sciences and applied sciences. Their recommendation does, however, recognize that these degrees

do not adequately identify occupational and professional programs, and the Task Force approves of the use of the educational level, "bachelor," combined with a term for the area of specialization; such as, "Bachelor of Music."

Whaley (1966:531) cautions:

Academic institutions have an obligation to preserve that which has been tested over time and found to represent sound scholarship; they also need to respond to new factors in their environment.

Whaley further proposes that degrees be limited to the BA, BS, and a few professional degrees; such as, Bachelor of Music, Bachelor of Divinity, Bachelor of Business Administration, Bachelor of Engineering, and perhaps a few others. He believes that the degrees to be avoided are those that combine the designations BA or BS with a discipline title; such as, Bachelor of Science in Music, Bachelor of Science in Home Economics, and Bachelor of Science in Mechanical Engineering. Whaley also believes that colleges would readily accept a general reduction of degrees, citing a poll conducted by New York State in 1964. After revising its list of authorized degree titles in engineering, New York State polled fifty engineering colleges. Only five did not approve of the reduction of degrees (Whaley, 1966:536).

Credit Hour Requirements

Academic degrees have been dissected into credit hours and courses for over a hundred years. Haberman (1984:53) cites Harvard College as the first to use the course as a standard unit of academic measurement in 1869.

A course met two to three hours per week for the entire academic year. A "half course" met for the equivalent of today's semester. Graduation from Harvard's undergraduate program was based on completion of sufficient courses, with each student taking four to six "full courses" per year for four years (Haberman, 1984:53).

Courses are usually categorized into larger segments at virtually all institutions. Smith (1983:13) identifies that the modern baccalaureate curriculum consists of three basic elements: general requirements to introduce breadth, major requirements to introduce depth, and electives selected by the student. Consensus as to the number of credits in each area is often hard to reach. Lockwood (1982:42-43) states that deciding the proportion of a degree to be taken in the major and in general education is one of the most significant problems facing modern institutions. Several studies have examined credit requirements for overall degrees, the major, and general education courses in various disciplines.

Dunlap and Descamps (1986:177) summarize the content of an undergraduate teacher training program developed at the University of Texas at El Paso. One hundred and fifty practicing teachers and administrators cooperated in the project. A minimum of forty-nine credits in general education were required for secondary education majors, and fifty-nine hours for elementary education majors. Majors seeking certification in both elementary and secondary

education were required to take forty-nine credits of general education. The major consisted of forty-two to forty-eight credits for elementary education, sixty credits for secondary education, and seventy credits for students majoring in both elementary and secondary education. Total degree credits were set at 131 to 137 hours for elementary majors, 138 hours for secondary majors, and 143 hours for certification at both levels.

The University of the State of New York (1982:116), under the jurisdiction of the New York State Board of Regents, sets the credit hour requirements for external degrees offered in New York. Their requirements make the external degree equivalent in the number of hours as that of resident programs in the state. The minimum requirements for a BA degree include 120 total credit hours, with 90 hours in general education (humanities, social sciences and history, and natural sciences and mathematics). The BS degree must have a minimum of 120 credit hours, with 60 hours of liberal arts and sciences. The University of the State of New York (1982:132, 164) also identifies standards for two professional programs, the BS degree in business and the BS degree in nursing. Both are based on a 120 total credit hour minimum and require half of the total credits to be in general education. The BS in business consists of forty-five hours in liberal arts and sciences, with an additional eighteen hours in other non-business courses, and fifty-seven hours in business or business-related courses.

The BS in nursing includes sixty-six credits in liberal arts and sciences, with an additional six credits in other general studies, and forty-eight credits in nursing courses.

Levine (1978:37) finds that the BA was the most common degree among liberal arts colleges, offered by ninety-nine percent of these institutions, followed by the BS degree, offered by eighty-two percent of the schools. The situation is considerably different in professional or technical colleges, where only twenty-five percent offered the BA, but eighty-five percent offered the BS degree (Levine, 1978:163). Levine further points out that there is no consistent difference in the content of BA and BS degrees. Rudolph (1977:247) identifies that in the growth of degrees in American education, the BA was the only truly general degree; all others were developed as "passports to specific occupations, certificates of technical competence and professional training."

The National Association of Schools of Music (NASM) recognizes four kinds of degrees. The Bachelor of Music (BMus) degree is considered "the initial professional collegiate degree in music" (NASM, 1976:28). The accrediting agency recommends a total of 120 to 128 semester hours for the degree with sixty-five percent of these credits in music. NASM holds that the BMus is the appropriate degree for all professional training in music except for music education, music therapy, and pre-graduate study. The BA degree, with sixty to sixty-five percent of the credit in

general education, and thirty to thirty-five percent in music was identified as the appropriate degree for pre-graduate study in musicology, composition, or music librarianship (NASM, 1976:39-41). NASM further stresses that any curriculum with less than half of the total degree credit concentrated in music should be identified as a BA or BS degree, not a BMus.

NASM (1976:33-34) recommends that the BMus, BS, Bachelor of Music Education in Music Therapy, and Bachelor of Music Therapy degrees be used for programs in music therapy. The curriculum for all of these degrees should be the same, according to NASM, with twenty to thirty percent of the degree in social science and music therapy, forty-five to fifty percent in music, and twenty to twenty-five percent in general education. NASM's appropriate degrees for music education include the Bachelor of Music Education and the BMus, BA, and BS with the appended title "in Music Education." Credit distribution should include fifty percent in music and thirty to thirty-five percent in general education, with total semester hours falling in the range of 120 to 132 credits (NASM, 1976:34).

Smith (1983:13) points out that the major was introduced "to bring focus and depth to an over-generalized curriculum," but has grown to consume over half of the four year curriculum. Rudolph (Smith, 1983:13) states that "by 1976, the concentration or major was in charge of the curriculum." The Association of American Colleges (1985:12)

adds that although the major dominates the undergraduate curriculum, "its nature and degree of concentration varies widely and irrationally from college to college. The major at most colleges is little more than a gathering of courses taken in one department."

Levine (1978:31) finds that eighty-nine percent of colleges require a major, and that majors are more common in professional and technical colleges than in liberal arts colleges (96 percent vs. 85 percent, respectively).

Dinerman (1982:86) studied credit requirements for the major in the Bachelor of Social Work degree, finding that credits in the major ranged from 42 to 125 semester hours, with a median of 50 credits.

Levine (1978:36) finds that the double major available at thirty percent of all colleges, with fifteen percent of undergraduates choosing to hold a double major. The double major is the staple of AABC colleges, because all students must major in Bible. Any professional preparation requires a second major. Levine (1978:37) also finds minors required by six percent of all colleges, and optionally available in thirty-eight percent.

Grant (1982:44) points out that there has been a significant trend toward more specialization in undergraduate education in recent years as the emphasis migrates toward individual, career preparation, and away from social investment. Veysey (1981:22) explains that significant reductions in the breadth or general education requirements

have historically occurred in cycles; one in the late 1800s as "A & M" (agricultural and mechanical) schools developed, one in the 1930s, and again in the 1960s. Boyer and Levine (1981:29-31) attribute the decline in general education during the 1930s to concern for individual needs following the Great Depression. They also attribute the decline of the 1960s and 1970s to the scientific explosion sparked by Sputnik in 1957 and the demand for social relevance during the 1960s. Furthermore, the two great revivals of general education requirements during this century followed World War I and II as social concerns for an international society were at their highest points.

The Carnegie Foundation for the Advancement of Teaching (1977:124, 187) documents the decline in general education through a comparative study of degrees available in 1967 and 1974. Researchers found little change in the percentage of credits required in the major, but a significant decline in general education and an increase in electives. The percentage of general education courses in degree programs dropped from forty-three percent in 1967 to thirty-four percent in 1974, while the percentage of elective courses in degree programs increased from twenty-four to thirty-three percent during the same period. The percentage of the program concentrated in the major remained constant at thirty-three percent.

The Carnegie study (Blackburn et al, 1976:2) is very similar to the current project. Minimum credit requirements

in general education and in the major or concentration were surveyed for 210 colleges in 1967 and in 1974. Their comparison differentiated types of institutions from private liberal arts colleges, similar in size and function to AABC schools, to research universities. The requirement for public and private liberal arts colleges should be similar to that of AABC colleges, except for the Bible requirement. Twenty-eight private liberal arts colleges reported an average of 125 total degree credits in 1967, compared to 126 credits in 1974. Forty-five credits in general education were required in 1967, compared to thirty-one in 1974, and credits in the major remained fairly constant at thirty-one hours in 1967 and thirty hours in 1974. Blackburn et al (1976:12) also found that eighty-two percent of the private liberal arts colleges decreased their general education requirements between 1967 and 1974, while only seven percent increased general education requirements during this period.

Declines in general education requirements have also been reflected in students' selection of a discipline. Several studies cite the trend away from disciplines that have traditionally had high general education requirements, and the movement toward disciplines with high professional or technical concentrations. Hottinger (1982:10) and the Carnegie Foundation for the Advancement of Teaching (1987:37-38) document the shift away from education (high in general studies) toward business and management (low in general studies). Studies of undergraduate degrees

conferred in 1981 (Snyder, 1983:44), 1983 ("Degrees Conferred by U.S. Colleges and Universities, 1982-83, 1985:22), and 1985 ("Earned Degrees Conferred in 1984-85 by U.S. Colleges and Universities," 1987:34) reflect similar shifts toward professional and technical studies.

Despite declines in the required credits in general education, most colleges still require this element in their degree programs. Kramer (1981:26) cites results from a Carnegie Foundation for the Advancement of Teaching study that ninety-five percent of all colleges in the U.S. rely on credit hour distribution to satisfy general education requirements. Similarly, Boyer and Ahlgren (1987:430) find that ninety-five percent of U.S. colleges require credits in general education for their baccalaureate degrees.

The Task Force on General Education of the California State University and Colleges (1979:3) reviewed the breadth requirements in California colleges and universities. Their conclusion was that the breadth requirement should not only be continued, but credit requirements in general education should be increased from forty to forty-eight credit hours for all baccalaureate programs. The National Council for Accreditation of Teacher Education (1977:5) sets standards for teacher education programs, requiring one third of a bachelor's degree program in education to be made up of general education courses.

Suniewick and El-Khawas (1985:4) studied a sample of 374 colleges representing a population of 2,566 U.S. two and

four year institutions. They found that ninety-six percent of the colleges required all degree candidates to take some general education. An average of forty-five semester hours was required in baccalaureate programs, and the total number of degree credits averaged 125 semester hours. Suniewick and El-Khawas also found a slight increase in the number of credit hours required in general education between the 1979-80 academic year and that of 1984-85.

AABC (1986:1-2) recommends that the BA, BS, BMus, Bachelor of Religious Education, and Bachelor of Theology degrees are the most appropriate degrees for Bible colleges, and identifies three essential components of the Bible college curriculum: Biblical studies, general education, and professional courses. No specific credit hour requirements are given for the general education and professional components; however, thirty semester hours is specified as the minimum standard for the Bible component.

Similar to the criteria established by AABC, other accrediting agencies have generally avoided specifying credit hour requirements. The National Council for Accreditation of Teacher Education (1977:5) specifies credits in general education, but the only requirement pertaining to a subject concentration area is that there should be a "professional studies component" in degree programs. No objective criteria for its measurement is provided. The focus of other accrediting agencies has also shifted away from specifying credit requirements. Fincher,

Jones, and Placek (1986:54) cite the Southern Association of Colleges and Schools as one organization that recently de-emphasized objective standards in favor of subjective evaluation criteria. Harcleroad (1981:44-45) similarly criticizes the Middle States Association of Colleges and Schools for failure to enforce objective standards.

The general trend in education has indicated a move toward less consistency in degree titles, but continued consistency in credit hour requirements. Although reform efforts in the 1970s attempted to curb the number of degree titles, little literature supports institutional efforts to comply. The BA and BS degrees still retain the place of prominence afforded them in American higher education over one hundred years ago, but professional degree titles and emphasis on professional studies have become common. Credit hour requirements for overall degrees tend to fall into the 120 to 130 credit hour range for most institutions studied in the literature, with approximately forty-five to fifty credits in general education. A decline in general education coupled with added specialization has marked higher education in the past two decades. Virtually all institutions require a major or professional concentration, while the minor is less often stipulated as a degree requirement.

Definition of Terms

AABC Candidate Institution. A Bible college in the second phase of acquiring accreditation through the

American Association of Bible Colleges. The application for accreditation has been approved and an AABC visiting team has made a preliminary examination of the college and determined that the educational standard is consistent with that stipulated in AABC documents or can reasonably be adjusted to AABC standards within a three year period. Credit from candidate institutions can be transferred to any other AABC college. The maximum term for an institution to remain in candidate status is three years; beyond that time period the college is either denied accreditation or is promoted to a full member institution.

AABC Member Institution. A college that has acquired full accreditation with the American Association of Bible Colleges. Credits are transferable to other AABC schools and many regionally accredited institutions.

Abbreviations. Where practical, abbreviations were used for states and academic degrees. State abbreviations were assumed to be evident. Eight academic degrees were regularly abbreviated:

BA for Bachelor of Arts
 BS for Bachelor of Science
 ThB for Bachelor of Theology
 BRE for Bachelor of Religious Education
 BMus for Bachelor of Music
 BSM for Bachelor of Sacred Music

Baccalaureate Degree. A four or five year undergraduate program leading to a state approved bachelor's degree. Only programs in the undergraduate division of an institution or programs requiring no previously completed baccalaureate degree were included in this study.

Bible and Theology Credit. Course fulfilling the Bible and theology requirement for AABC colleges. Generally, subject matter must consist of textual study of Scripture or one of the divisions in systematic theology.

Bible College. A four year postsecondary institution offering one or more baccalaureate degrees and requiring a major in Bible for all degree candidates.

Credit Hour. The academic credit assigned to a course meeting one hour per week for a fifteen or sixteen week semester. Trimester or quarter hours (credit for courses in institutions where the term is eight to ten weeks) were considered equivalent to two-thirds of a credit hour. The terms "credits," "credit hours," and "semester hours" used in this paper are synonymous.

FTE Enrollment. A calculation of student enrollment by converting the number of credit hours taken by all students, part-time and full-time, into the equivalent number of students required to take the same total credits at a regular full-time load. FTE stands for "Full Time Equivalency."

General Education Credit. Core courses in liberal arts and sciences used to fulfill the breadth requirement in a baccalaureate degree. AABC (1986:1) identifies that these courses should be drawn from the following: English composition and literature, world literature, speech, sociology, history, science, music, philosophy, psychology, mathematics, and physical education.

Geographic Regions. Six regions, consisting of the following states, were used throughout the study:

Northeast - Connecticut, Delaware, Maryland, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont.

South - Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia.

Midwest - Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin.

Northwest - Alaska, Idaho, Montana, Oregon, Washington, Wyoming.

Southwest - Arizona, California, Colorado, Hawaii, Nevada, New Mexico, Oklahoma, Texas, Utah.

Canada - All Canadian provinces.

Major. A concentration of courses providing specialization in a particular discipline, often used to fulfill the depth requirement in a baccalaureate degree. Major is generally thirty hours or more, and is referred to as a "concentration" at some colleges.

Minor. A secondary area of concentration, generally consisting of half the credit required for a major.

PROCEDURE

Population

A questionnaire was sent to the eighty-five member and ten candidate institutions listed in the American Association of Bible Colleges 1986-87 Directory as having a four or five year degree program. The American Association

of Bible Colleges (AABC) is the principal organization with which PBTS holds accreditation, and is recognized by the Council on Postsecondary Accreditation (COPA) and the U.S. Office of Education as the accrediting agency for Bible colleges. The sample for the project consisted of the seventy-six colleges that returned a questionnaire or provided a college catalog with the relevant information. These institutions are listed in Appendix C.

Instrumentation

The questionnaire in Appendix D was created by the author to collect the relevant information for this project. It was reviewed for validity by the vice-president for academic affairs and the registrar at PBTS.

Data Collection

The questionnaire was mailed to the chief academic officer at each of the ninety-five AABC member or candidate institution with a four or five year program. All questionnaires returned indicating that the institution granted a baccalaureate degree were included in the study. Seventy-six responses were received.

The questionnaire was used to identify the number of institutions offering each particular baccalaureate degree, and the number of credit hours required in five general areas; total credits required for the degree, number of credits required in the major, number of credits required in

the minor, number of credits required in general education, and number of credits required in Bible and theology. Accreditation memberships, full time equivalency (FTE) enrollment, and majors were requested on the questionnaire to determine if any of these factors significantly influenced the degrees offered or the number of credit hours required in the various degree programs.

Treatment of Data

The comparative analysis of degree requirements included both numerical and percentage data of colleges, classified according to accreditation status, FTE enrollment, degree offerings, and regional location. Institutions were segregated by their accreditation status with AABC as either a member institution or a candidate for accreditation. While member colleges hold full accreditation with AABC, candidate institutions have received conditional approval from AABC and are in a review process to verify their acceptability for accreditation. Many of the well established Bible colleges hold regional accreditation in addition to that of AABC. Analysis of differences based on whether or not a college held regional accreditation was also designed into the practicum.

FTE enrollment varies considerably among AABC colleges, and analysis of requirements based on institutional size was included in this study. Colleges were classified into three categories representing the size of

student enrollment. These categories were FTE under 200, FTE between 200 and 500, and FTE over 500.

Requirements were examined for each degree in the five categories, total credits, credits in Bible and theology, credits in general education, credits in the major, and credits in the minor (if any). Credit requirements varied for different programs in the same degree at some institutions. Consequently, the mean and the range of credit hours were tabulated for each institution. The mean number of credit hours required for a particular degree at an institution was used as the basis for calculating mean credit hours in the analysis categories. Minimum and maximum credits at a particular institution were used in identifying the range in the analysis categories. Standard deviation for mean credit hours in each analysis category was also calculated.

Limitations

The analysis was limited to colleges holding accreditation through the American Association of Bible Colleges in the 1987-88 academic year, and was further limited by voluntary participation on the part of each institution. The number and nature of AABC institutions may differ for other years. Only institutions holding member or candidate status with AABC were included. Bible colleges not accredited by AABC and those holding applicant status with AABC were not included. Furthermore, the comparison

considers only five general areas in which credit hours were accumulated. Analysis was limited to general degree requirements, and majors in specialized disciplines were not discounted from the overall analysis or examined separately. Prerequisites and non-credit degree requirements were not examined.

Assumptions

It was assumed that one credit hour at one institution was equivalent in content to one credit hour at another institution in the study, and that the main thrust of program requirements was reflected in credit hours rather than non-credit experiences. One quarter hour or trimester hour was considered equivalent to two-thirds of a semester credit hour. It was further assumed that degree and credit hour information was accurately reported on the questionnaire.

RESULTS

Sixty-nine questionnaires were returned between February 15 and June 15, 1988. Seven colleges sent catalogs providing the relevant information rather than completing the questionnaire, bringing the total responses to the inquiry to seventy-six colleges. Sixty-seven of the eighty-five AABC member colleges and nine of the ten AABC candidate institutions responded, providing an eighty percent sampling of AABC member and candidate colleges.

Seventeen degrees were offered by these colleges. The degrees are listed in Table 1 in order of frequency. The BA and BS were the only degrees offered by over half of the colleges in the study. Four other degrees were offered by over ten percent of the colleges; two of these degrees were exclusively in the music discipline. Two degrees were offered by only two colleges, and nine were offered by a single institution. Three of the nine degrees offered by a single college were from the same school, Ozark Christian

Table 1
Degrees Offered by AABC Colleges

Degree	Colleges Offering the Degree	
	N	%
Bachelor of Arts	56	73.7
Bachelor of Science	41	53.9
Bachelor of Theology	20	26.3
Bachelor of Religious Education	15	19.7
Bachelor of Music	8	10.5
Bachelor of Sacred Music	8	10.5
Other Degrees*:		
Bachelor of Music Education	2	2.6
Bachelor of Religious Studies	2	2.6
Bachelor of Biblical Literature	1	1.3
Bachelor of Biblical Studies	1	1.3
Bachelor of Career Arts	1	1.3
Bachelor of Christian Education	1	1.3
Bachelor of Church Music	1	1.3
Bachelor of Education	1	1.3
Bachelor of Missions	1	1.3
Bachelor of Music Ministry	1	1.3
Bachelor of Social Work	1	1.3

*"Other" refers to the eleven degrees offered by only one or two colleges.

College in Missouri. Four Canadian colleges offered "other" degrees, and one or two colleges from each of the other regions provided the remainder of the degrees offered by one or two institutions.

For two of the degrees, the BA and BS, thirteen colleges appended discipline titles. BA and BS degrees with discipline titles are listed in Table 2. Only two of these degrees, the BA in Religion and the BA in Bible, were

Table 2
BA and BS Degrees with Discipline Titles
Offered by AABC Colleges

Degree	Colleges Offering the Degree	
	N	%
Colleges Offering BA or BS plus Discipline Title	13	17.1
All BA plus Discipline	12	15.8
All BS plus Discipline	10	13.2
BA in Religion	4	5.3
BA in Bible	1	1.3
BA in Biblical and Theological Studies	1	1.3
BA in Biblical Languages	1	1.3
BA in Biblical Literature	1	1.3
BA in Church Ministries	1	1.3
BA in Missions and Evangelism	1	1.3
BA in Music	1	1.3
BA in Music and Ministry	1	1.3
BS in Bible	4	5.3
BS in Bible and Education	1	1.3
BS in Biblical Studies	1	1.3
BS in Christian Education	1	1.3
BS in Elementary Education	1	1.3
BS in Pastoral Theology	1	1.3
BS in Religion	1	1.3

offered by more than one college. Although there were only seven colleges in the Northeast, five of these institutions offered degrees with disciplinary titles, more than any other region. Only one AABC candidate school offered degrees with discipline titles, compared to twelve AABC member colleges. The distribution of colleges offering degrees with discipline titles is summarized in Table 3.

Each of the five geographic regions of the U.S. plus Canada were represented in the responses. The Northeast and Midwest regions accounted for 56.6 percent of the entire sampling, while the South and Canada accounted for 77.9 percent of the AABC candidate schools. FTE enrollment also

Table 3

Distribution of Colleges Offering
Degrees with Discipline Titles

Region, Enrollment, or Accreditation Category	Colleges in Category Offering Degrees with Discipline Titles	
	N	%
Northeast	5	71.4
South	1	5.9
Midwest	2	7.7
Northwest	1	16.7
Southwest	1	11.1
Canada	3	27.3
FTE under 200	5	13.9
FTE 200 to 500	5	17.2
FTE over 500	3	27.3
Regionally Accredited	6	20.7
Not Regionally Accredited	7	14.9
AABC Member	12	17.9
AABC Candidate	1	11.1

varied from one region to another. The Northwest had the smallest mean FTE at 114.8, and the Midwest had the largest at 383.5. The Northeast, Southwest, and Canada were all within 20 points of the overall mean FTE of 294.7. Included in the sample from the Midwest was Moody Bible Institute, the largest AABC school responding, and the oldest Bible college, founded in 1882. The smallest college in the study was Magnolia Bible college in Mississippi with an FTE of thirty. A review of regional differences in institutions is provided in Table 4.

Regional differences in degrees offered by AABC colleges was also found. The regional distribution of each degrees is given in Table 5. Examining these figures as proportions of the total offerings of a particular degree produces significant information. Proportions of a third or more of a particular degree offered within one region were found for the BA, BS, BRE, and BMus in the Midwest, and the BRE and "other" degrees in Canada. Four of the five Midwestern colleges offering the BRE were located in Michigan. Canadian colleges accounted for four of the "other" degrees, twice as many as any other single region. Sixty percent of the ThB degrees were offered by institutions in the Midwest and Canada. There was a sharp contrast in the proportion of BMus degrees offered in the various regions. Six of the eight, or seventy-five percent of all BMus degrees were offered in the Midwest, while three other regions did not offer this degree at all.

Table 4
Regional Differences in Size, Number, and
Accreditation of AABC Colleges

Geographic Region	N=	Percentage Regionally Accredited	Percentage AABC Candidates	Mean FTE	Percentage With FTE Under 200	Percentage With FTE 200-500	Percentage With FTE Over 500
All Regions	76	38.2	11.8	294.7	47.3	38.2	14.5
Northeast	7	71.4	0.0	310.0	42.8	28.6	28.6
South	17	52.9	17.6	222.4	58.8	35.3	5.9
Midwest	26	30.8	3.8	383.5	42.3	38.5	19.2
Northwest	6	33.3	16.7	114.8	83.3	16.7	0.0
Southwest	9	55.6	0.0	287.6	33.3	44.5	22.2
Canada	11	N/A*	36.4	290.1	36.4	54.5	9.1

*N/A - Not applicable, regional accreditation applies to colleges in the U.S. and its territories only.

Table 5
Distribution of Degrees by Region

Region	BA	BS	ThB	BRE	BMus	BSM	Other ^a
Northeast	2	5	1	1	1	2	1
South	16	12	4	1	1	0	1
Midwest	19	15	6	5	6	2	2
Northwest	6	4	1	1	0	1	1
Southwest	9	4	2	0	0	1	2
Canada	4	1	6	7	0	2	4
Total	56	41	20	15	8	8	11

^a"Other" refers to the eleven degrees offered by only one or two colleges.

The percentage of colleges in each region that offered a particular degree varied considerably. Less than half of the colleges in the Northeast and Canada offered the BA; conversely, all colleges in the Northwest and Southwest offered the BA. The BS was offered by only 9.1 percent of the Canadian colleges, compared to an overall average of 53.9 percent for all colleges. In each region, the BA was offered by a larger percentage of colleges than the BS, except for the Northeast, where 28.6 percent of colleges offered the BA and 71.4 percent offered the BS. Comparatively high percentages were also found for the ThB and BRE in Canada, and the BMus in the Midwest. In addition to the six degrees offered by over ten percent of colleges in the study, eleven less common degrees were found to be offered by one or two institutions. The statistical results of this analysis are given in Table 6.

Table 6
Percentage of Colleges in Each Region
Offering a Particular Degree

Region	N=	Percentage of Colleges in Region Offering						
		BA	BS	ThB	BRE	BMus	BSM	Other*
All Regions	76	73.7	53.9	26.3	19.7	10.5	10.5	14.5
Northeast	7	28.6	71.4	14.3	14.3	14.3	28.6	14.3
South	17	94.1	70.6	23.5	5.9	5.9	0.0	0.0
Midwest	26	73.1	57.7	23.1	3.8	23.1	7.7	11.5
Northwest	6	100.0	66.7	16.7	16.7	0.0	16.7	16.7
Southwest	9	100.0	44.4	22.2	11.1	0.0	11.1	22.2
Canada	11	36.4	9.1	54.5	63.6	0.0	18.2	36.4

*"Other" refers to the eleven degrees offered by only one or two colleges.

Two other factors possibly influencing the degrees offered by AABC colleges were student body size and accreditation status. Results of these comparisons are given in Tables 7 and 8. The distribution of each degree among the various size and accreditation categories is found in Table 7, and the percentage of colleges in each size and accreditation category that offer a particular degree is listed in Table 8.

The degree distributions in Table 7 naturally parallel the proportions of institutions in each category with a few notable exceptions. Four of the eleven "other" degrees were offered by the 14.5 percent of colleges with an FTE over five hundred. Although the percentage of institutions with an FTE under two hundred was 9.3 percentage points higher than that of institutions with an FTE between

Table 7
Distribution of Degrees by Institutional
Size and Accreditation Status

Category	BA	BS	ThB	BRE	BMus	BSM	Other*
FTE Enrollment:							
Under 200	27	18	8	8	2	2	1
200 to 500	21	16	10	6	6	4	6
Over 500	8	7	2	1	0	2	4
Regional Accreditation:							
Yes	21	22	7	3	5	4	7
No	35	19	13	12	3	4	4
AABC Accreditation:							
Member	51	38	17	12	8	8	9
Candidate	5	3	3	3	0	0	2
Total:	56	41	20	15	8	8	11

*"Other" refers to the eleven degrees offered by only one or two colleges.

two hundred and five hundred (see Table 4, p. 33), the ThB, BMus, BSM, and "other" degrees were offered more frequently by colleges in the middle FTE group than by those in the smallest FTE group. The distribution differential between the middle and smallest FTE class was particularly high for the BMus and "other" degrees with ratios of six to two for the BMus and six to one for "other" degrees.

The proportion of degrees offered by regionally accredited institutions was lower than that of institutions not regionally accredited for all but the BS, BSM, and "other" degrees. The BS and "other" degrees were offered

Table 8
Percentage of Colleges in Each Size and Accreditation
Category Offering a Particular Degree

Category	N=	Percentage of Colleges Offering Degree						
		BA	BS	ThB	BRE	BMus	BSM	Other*
FTE Enrollment:								
Under 200	36	75.0	50.0	14.3	14.3	5.6	5.6	2.8
200-500	29	72.4	55.2	34.5	20.7	20.7	13.8	20.7
Over 500	11	72.7	63.6	18.2	9.1	0.0	18.2	36.4
Regional Accreditation:								
Yes	29	72.4	75.9	24.1	10.3	17.2	13.8	13.8
No	47	74.5	40.4	27.7	25.5	6.4	8.5	12.8
AABC Accreditation:								
Member	67	76.1	56.7	25.4	17.9	11.9	11.9	13.4
Candidate	9	55.6	33.3	33.3	33.3	0.0	0.0	22.2

*"Other" refers to the eleven degrees offered by only one or two colleges.

more frequently by regionally accredited institutions, and the BSM was evenly split between the two groups. One less BS degree was offered by regionally accredited colleges than was the BA degree, but the number of BS degrees offered by institutions not regionally accredited was sixteen less than that of BA degrees offered.

Table 7 also includes degree distribution for AABC member and candidate schools. All of the BMus and BSM degrees were offered by AABC member colleges. Although the number of degrees offered by candidate institutions ranges between two and five for the other degree categories, the

proportions between member and candidate schools varies. The number of member colleges offering the BA and BS averaged 11.1 times greater than that of candidate institutions. In contrast, the number of member colleges offering the ThB, BRE, and "other" degrees averaged only 4.8 times greater than that of candidate schools.

The percentage of colleges in each category offering a particular degree is given in Table 8. The percentage of colleges in each FTE enrollment category offering the BA varied by only 2.6 percentage points, but this was not the case with any of the other degrees analyzed. The percentage of colleges offering the BS, BSM, and "other" degrees increased as FTE enrollment increased. This was most noticeable with "other" degrees where 2.8 percent was recorded for the "under 200" category, 20.7 percent for the "200-500" category, and 36.4 percent for the "over 500" category. The percentage of colleges with FTE's between two hundred and five hundred was greater than that of schools in both the larger and smaller categories for the ThB, BRE, and BMus degrees. The percentage of colleges in the middle category for the ThB degree was greater than the combined percentage of the smaller and larger category. The BMus was not offered at any colleges with an FTE enrollment over five hundred. The BA and BS degrees were offered by at least half of the colleges in every size category, while no other degree was available from more than 36.4 percent of the colleges in any of the three size categories. The ThB in

the middle enrollment range and "other" degrees in the highest range were the only degrees offered by one third to one half of the colleges in any FTE enrollment category.

Regional accreditation had a relationship with the percentage of colleges offering specific degrees. The BA and BS were the only degrees offered by over fifty percent of regionally accredited colleges, with 72.4 percent of regionally accredited colleges offering the BA, and 75.9 percent offering the BS. The next highest degree was the ThB, offered by 24.1 percent of these colleges. The percentage of non-regionally accredited colleges offering the BA was 74.1 percent; however, only 40.4 percent of non-regionally accredited colleges offered the BS degree. The BRE was offered by 25.5 percent of the non-regionally accredited colleges, compared to 10.3 percent for regionally accredited institutions. Differences in the percentage of regional versus non-regional colleges offering other degrees were small.

The percentages of AABC member colleges offering the BA, BS, BMus, and BSM degrees were higher than that of AABC candidate schools, but lower for the ThB, BRE, and "other" degrees. The BA and BS were available at over half the AABC member colleges (76.1 and 56.7 percent, respectively), and the BA was available at 55.6 percent of the AABC candidate schools. The BS, ThB, and BRE were available at one third of the candidate colleges. All other degrees were offered by less than one third of the colleges in the remaining

categories. All of the BMus and BSM degrees were offered by AABC member colleges. Unlike the similarity in BA and BS offerings for regionally accredited colleges, the percentage of BS degrees offered by both AABC member and candidate schools averaged 20.9 percentage points less than that of BA degrees offered by these institutions.

All of the colleges reported credit hour requirements for general education, Bible, and the total degree. Credit requirements in the major were reported for 142 of the 161 programs (88.2 percent), but minors were reported for only 60 programs (37.3 percent). None of the BSM degrees had minors, and 90.9 percent of "other" degrees did not include minors. However, only 53.6 percent of the BA programs and 51.2 percent of the BS programs did not include minors. Table 9 includes the number and percentage programs in each degree that did not include minors.

Table 9
Programs Without Minors

Degree	Number Without Minor	Percentage Without Minor
BA	30	53.6
BS	21	51.2
ThB	15	75.0
BRE	11	73.3
BMus	6	75.0
BSM	8	100.0
Other*	10	90.9

*"Other" refers to the eleven degrees offered by only one or two colleges.

Mean, standard deviation, and range were calculated for overall credit hour requirements for baccalaureate degrees offered at the seventy-six colleges in the study. Credit hour requirements were broken down into total credits, credits in Bible and theology, credits in general education, credits in the major or its equivalent, and credits in the minor or its equivalent. Results of these calculations are given in Table 10.

Mean, standard deviation, range, and the breakdown of credit requirements were also calculated separately for each of the six most frequently offered degrees. The results appear in Table 11. Total credit hours of the ThB with 150.1 hours and the BMus with 153.7 hours are considerably higher than the overall mean of 131.9 hours in Table 10. The BRE with 122.9 total hours was the shortest degree offered, and the BA with a standard deviation of 4.3 had the most consistent total credit hours from college to

Table 10
Overall Credit Hour Requirements
For Baccalaureate Degrees

Statistical Analysis Area	Total Credits	Bible	General Education	Major*	Minor**
Mean	131.9	40.0	42.8	40.5	18.5
S.D.	9.4	9.4	8.5	11.4	4.7
Range	92-205	16-90	6-87	18-102	10-35

*67 of 76 colleges reporting credits in major

**38 of 76 colleges reporting credits in minor

Table 11
Credit Hour Requirements for Particular Degrees

Category	BA	BS	ThB	BRE	BMus	BSM
Total Credits:						
Mean	129.2	131.4	150.1	122.9	153.7	139.8
S.D.	4.3	9.5	16.5	10.8	11.5	14.1
Range	96-172	120-205	120-205	92-129	132-168	127-164
Credits in Bible and Theology:						
Mean	40.4	39.4	46.0	37.9	38.3	37.1
S.D.	8.6	10.5	8.2	6.0	7.1	6.0
Range	20-67	21-90	32-66	30-50	30-51	30-45
Credits in General Education:						
Mean	44.6	42.5	45.5	38.2	34.3	37.9
S.D.	8.0	8.4	14.0	12.4	4.4	16.0
Range	22-87	14-83	21-83	6-60	28-42	6-68
Credits in Major (or its equivalent):						
Mean	34.9	39.5	47.3	33.3	72.0	58.6
S.D.	9.1	14.3	12.6	7.6	7.9	16.0
Range	18-83	18-102	24-102	22-74	57-86	32-81
Credits in Minor (or its equivalent):						
Mean	18.8	17.8	20.9	16.8	19.0	N/A
S.D.	5.3	3.4	7.1	2.5	4.0	N/A
Range	10-35	10-27	13-33	15-22	15-23	N/A
N=	26	20	5	4	2	0

college. The ThB with 46 credits required the most hours of Bible and theology, and the BMus with 34.8 hours required the fewest hours of general education. Credits for other degrees were within five hours of the overall means for Bible and theology, general education, and the minor. None of the BSM programs, however, included a minor.

The two music degrees, the BMus with 72 hours and the BSM with 58.6 hours, required the highest number of hours for the major. The BA at 34.9 hours and the BRE at 33.3 hours required the lowest number of hours. The BS degree had a range of 18 to 102 credit hours for the major. This was also the credit hour range for all degree programs examined in this study.

Mean credit hours for each region, enrollment, and accreditation category were compared to the overall mean in total credits, Bible and theology, general education, and the major. Deviations exceeding twenty percent of the mean are summarized in Table 12. Complete data on credit hour requirements by region, enrollment, and accreditation category for each degree are included in Appendix E.

Notable deviations from the mean include colleges in the Northeast requiring 15.1 additional credits of Bible and theology for a BA degree and 12.8 additional credits for a BS degree. In contrast, colleges in the Northwest required 14.0 credits less than the mean in Bible and theology for the ThB degree. Colleges in the Midwest required more credits in general education, with an average of 13.7 additional general education credits for the ThB and 12.0 additional credits for the BRE. However, the ThB in Canada averaged 11.9 credits less than the overall mean. Considerable deviation was found for the number of credits required for the major, with deviations exceeding ten credit hours in eleven categories. These are listed in Table 12.

Table 12

Substantial Deviations in Mean Credit Hour Requirements
For Distribution Categories in Each Degree

Credit Area and Degree	Region, Enrollment, or Accreditation Category	Degree Mean	Category Deviation
Credits in Bible and Theology:			
BA	Northeast	40.4	+15.1
BA	AABC Candidate	40.4	+9.0
ThB	South	46.0	+7.1
ThB	Northwest	46.0	-14.0
BRE	Northeast	37.9	-7.9
BRE	FTE over 500	37.9	-7.9
BMus	Northeast	38.3	+12.8
Credits in General Education:			
ThB	Midwest	45.5	+13.7
ThB	Canada	45.5	-11.9
BRE	Midwest	38.2	+12.0
BRE	Canada	38.2	-7.9
BSM	FTE over 500	37.9	+18.6
Credits in the Major (or its equivalent):			
BA	Northeast	34.9	+20.6
BS	Southwest	39.5	-8.5
BS	Canada	39.5	-21.5
BS	FTE over 500	39.5	+14.5
ThB	South	47.3	+10.9
ThB	Midwest	47.3	-10.6
ThB	Northwest	47.3	+13.7
ThB	Southwest	47.3	+9.7
BRE	South	33.3	-7.3
BRE	AABC Candidate	33.3	+7.2
BMus	South	72.0	-15.0
BSM	Midwest	58.6	+17.6
BSM	Northwest	58.6	-16.6
BSM	FTE 200 to 500	58.6	+15.5
BSM	FTE over 500	58.6	-15.6

DISCUSSION, IMPLICATIONS, RECOMMENDATIONS

Discussion

Six degrees, the BA, BS, BMus, BRE, ThB, and BSM, were offered by a minimum of ten percent of the seventy-six colleges in this study. Five of these degrees (all but the BSM) comprised the list of degrees recommended by AABC (1986:1-2) as highly appropriate for Bible colleges. All six were found among the eight degrees offered by over five percent of the colleges listed in the "1987-88 Christian College Directory" (1987:CG16-66). The BA, BS, and BMus were also among the eight degrees offered by over one hundred colleges according to the 1960 U.S. Office of Education study (Whaley, 1966:526).

Only the BA and BS degrees were offered by more than half of the colleges. With 73.7 percent offering the BA and 53.9 percent offering the BS, the percentage of institutions offering these degrees is much lower than that identified by Levine (1978:37) for liberal arts colleges--99 percent for the BA and 82 percent for the BS. The findings of this study also differ from Levine's findings for professional or technical colleges, where twenty-five percent offered the BA and eighty-five percent offered the BS. Colleges in the Northeast, however, were consistent with Levine's findings on professional or technical colleges, with the BA offered by 28.6 percent of colleges in the Northeast, and the BS offered by 71.4 percent.

Thirteen colleges (17.1 percent) appended discipline titles to the BA and BS degrees. Other AABC colleges offered BA or BS degrees that were consistent with Whaley's (1966:531) recommendation that discipline titles should not be appended to the end of a BA or BS. Twelve of the colleges offering degrees with discipline titles were AABC member colleges, and five of the seven colleges in the Northeast offered these degrees.

Significant regional differences in degree offerings included the BA being offered by only 28.6 percent of colleges in the Northeast and 36.4 percent of colleges in Canada, despite an overall average of 73.7 percent of all colleges offering the BA and 53.9 percent offering the BS. Only 9.1 percent of Canadian Bible colleges offered the BS. In contrast, 54.5 percent of Canadian colleges offered the ThB and 63.6 percent offered the BRE, compared to overall averages of 26.3 percent for the ThB and 19.7 percent for the BRE. Twelve of the twenty ThB degrees and twelve of the fifteen BRE degrees were offered by colleges in the Midwest and Canada, and six of the eight BMus degrees came from colleges in the Midwest.

The offering of ThB and BRE degrees was also influenced by accreditation status. The ThB was offered by seven regionally accredited colleges, compared to thirteen colleges accredited only by AABC, while the BRE was available at only three regionally accredited institutions, compared to twelve colleges without regional accreditation.

AABC candidate schools accounted for only three ThB's and three BRE's, compared to seventeen ThB's and twelve BRE's offered by AABC member colleges.

Eighty-eight percent of the colleges reported majors. This is highly comparable to the findings of Levine (1978:31) that eighty-nine percent of colleges require a major. Levine (1978:37) also identifies that forty-four percent of all colleges offer minors; however, only thirty-seven percent of the programs in this study included minors. Minors were more likely for the BA and BS degrees with 46.4 percent of the BA programs and 48.8 percent of the BS programs offering minors. Only 25.0 percent of the ThB and BMus programs and 26.7 percent of the BRE programs offered minors. None of the BSM programs offered minors.

The total credits required for a baccalaureate degree averaged 131.9 hours, well within the range of the findings by other researchers. Dunlap and Descamps (1986:177) identify 131 to 143 hours as the appropriate range of total credits for a baccalaureate degree in education. Suniewick and El-Khawas (1985:4) find the total number of degree credits average 125 semester hours, and the Blackburn et al (1976:2) identify an average of 125 total hours in 1967 and 126 total hours in 1974 for private liberal arts colleges. The lowest number of hours reported in the literature was 120 credits, set by both the University of the State of New York (1982:116) and NASM (1976:28).

All of the AABC colleges required general education. This compares favorably with the findings of Boyer and Ahlgren (1987:430) that ninety-five percent of U.S. colleges require general education. The average general education credit required was 42.8 hours, slightly low from the findings in the literature. Dunlap and Descamps (1986:177) place the range of general education credit at forty-nine to fifty-nine hours, Suniewick and El-Khawas (1985:4) identify the average as forty-five hours, and The Task Force on General Education of the California State University and Colleges (1979:3) sets the general education requirement at forty-eight hours. NASM (1976:39-41) and the University of the State of New York (1982:116) set even higher requirements, with sixty to sixty-five hours in general education.

The major at AABC colleges was found to average 40.5 hours, well within the range of that indicated in the literature. Blackburn et al (1976:2) find thirty hours to be the average for the major, while Dinerman (1982:86) find fifty hours to be the median. The University of the State of New York (1982:116, 132,) identifies thirty hours for the major for a BA degree and forty-eight to fifty-eight hours for a BS, while Dunlap and Descamps (1986:177) recommend forty-two to seventy hours depending on discipline.

The Bible component averaged 40.0 credits, with a range of sixteen to ninety hours. The average is consistent with AABC's (1986:1-2) requirement that a minimum of thirty hours of Bible be maintained for baccalaureate degrees in

accredited Bible colleges; however, several colleges require less than that minimum. The minimum Bible requirement was preserved by ThB, BRE, BMus, and BSM programs, while BA and BS programs dropped to as low as twenty hours of Bible and theology. Despite the low Bible requirements of some institutions, Bible and theology credit averaged 40.4 hours for BA programs and 39.4 hours for BS programs.

Implications

Six degrees are generally recognized by AABC institutions, the BA, BS, ThB, BRE, BMus, and BSM. No other degree is offered by a significant number of colleges in the AABC association. Of these six degrees, only the BA and BS are offered by a majority of AABC colleges. The other degrees have certain regional significance, but do not reflect the degree offering practices of colleges spanning the U.S. and Canada. However, the fact that over one fourth of AABC colleges do not offer a BA and nearly one half do not offer a BS should indicate caution in an attempt to exclude the four less popular degrees from consideration as appropriate for certain disciplines and institutions.

The regional significance of some degrees is substantial. The BS is a much more popular degree in the Northeast than the BA, despite the general trend for colleges to offer the BA as their primary baccalaureate degree. Also, the BRE and ThB have high regional significance in the Midwest and Canada. With the strong

evangelical emphasis in these areas, the specialized ministry training associated with the BRE and ThB may result in stronger academic recognition of these degrees.

The ThB and BRE may also be seen as the appropriate degrees for institutions primarily interested in ministry accreditation. This is indicated by a high ratio of colleges holding full member accreditation with AABC but not regional accreditation. The ThB and BRE are the traditional degrees of the Bible college movement, reflecting specialized, professional training for ministry professions. Bible colleges seeking to retain their traditional roots in ministry would be less likely to pursue regional accreditation, since this would not enhance their position as a professional ministry college. Colleges interested in expanding their institutional mission to include liberal arts majors are more likely to adopt the BA and BS, the traditional degrees of liberal arts colleges. Due to low enrollments for ministry colleges, new institutions are tend to pursue a broader range of majors, selecting BA and BS degrees to attract a larger range of students.

AABC colleges also tend to refrain from appending disciplinary titles to their BA and BS degrees. The most notable deviation in this trend was found in the Northeast, where the majority of colleges included discipline titles. AABC colleges in the Northeast are among the oldest AABC schools, and these titles may be the product of earlier trends to include discipline titles with degrees.

The major is an integral part of most AABC baccalaureate degree programs, but less than half of the AABC schools offer minors. Lack of minors is particularly evident in the professional degrees. The reason for this may be that all Bible college students majoring in a professional area must take the equivalent of a second major in Bible and theology. The minor may have been excluded because its function was fulfilled through a double major.

Credit hour requirements for AABC colleges are comparable to those of secular colleges, but there is considerable latitude in the appropriate number of hours. Total credits in the range of 122 to 141 hours fit well within the norm for AABC colleges (within one standard deviation of the mean). These hours are also consistent with the range found in the literature. There are similar parallels in the data on the number of hours required for the major, with the appropriate number of hours for the major falling in the range of twenty-nine to fifty-two hours. Thirty-four to fifty-one hours is a working range for general education credits, and thirty-one to forty-nine hours of Bible is an appropriate norm.

All AABC colleges included general education credit, but at a rate lower than their liberal arts counterparts. This may be influenced by the fact that credits in Bible and theology are counted toward the double major rather than general education. Some AABC colleges did report credits in the minor at approximately half the number of hours as that

of the major, but the sample reporting hours in the minor was small. If the double major were reduced to a minor with the remaining credits being applied to general education, the general education average for AABC colleges would fall near the higher limit for liberal arts colleges.

Recommendations

The selection of the initial degree offered by Practical Bible Training School should be limited to one of the six degrees recognized and regularly used by other Bible colleges. The most appropriate of these is the BA or BS degree, since only these two degrees are offered by over half of PBTS's sister institutions in AABC. Not only are these degrees well recognized in Bible college circles, but they are the standard degrees found in all of four year undergraduate education. The BA or BS degree would provide a credential for graduates that would be recognized and accepted as quality undergraduate preparation.

The four professional degrees recognized and offered by AABC colleges provide alternatives to the BA and BS. If it is the desire to maintain PBTS as exclusively a ministry college, the ThB, BRE, BMus, and BSM should also be considered. The ThB and BRE should be considered for ministry majors other than those relating to music. Although both the BMus and BSM are frequently used for music ministry majors, the BMus carries the approval of NASM as the professional degree in music, and it would make a more

appropriate choice for the degree assigned to programs in music. The BSM preserves stronger ties to the ministry of music in the local church, and is an appropriate choice to emphasize any program exclusively designed for training in church music. Since PBTS currently has a music program for performers and teachers and a separate program for church musicians, both the BMus and BSM are recommended. The BMus is appropriate for the music performance and teaching program, while the BSM should be used for the church music ministry program.

PBTS should avoid new degrees, less recognized degrees, and degrees with discipline titles appended to them. Constituencies may question the quality of new or less recognized degrees, especially of the content of these degrees significantly deviates from that of the more traditional baccalaureate degrees. If the proposed content of these other degrees is consistent with the recognized degrees, PBTS would do well to opt for the standard degrees. Although BA and BS degrees with discipline titles appended to them are frequently found in the Northeast, these titles do not reflect contemporary trends in education, and should be avoided. The general trend in AABC colleges is also to avoid discipline titles. Furthermore, degree modifications in the future may make currently selected degree titles inappropriate, and the time involved in submitting a new degree for state approval in the future may be avoided by selecting a widely accepted degree now.

Total credits for the new PBTS degree should fall within the optimum range of total credits as indicated in Table 13. Programs within this range would fall within one standard deviation of the mean for total credit hour requirements at other AABC colleges. Total hours in this range would not present an undue burden on the student for completion of a baccalaureate degree in four years, yet would be consistent with the norm for Bible colleges, and thus serve as a recognized foundation for seminary or graduate study.

Credit hours for the Bible and theology, general education, and major components in the degree should also be kept within one standard deviation of the mean from sister schools in AABC as indicated in Table 13. This would place the applicable range for credits in Bible and theology for any of the recommended degrees above the minimum Bible standard of thirty hours set by AABC. Credits in general

Table 13
Optimum Credit Hour Ranges for Recommended
Baccalaureate Degrees*

Credit Category	BA	BS	ThB	BRE	BMus	BSM
Bible/Theology	32-49	29-50	38-54	32-44	31-45	31-43
General Ed.	37-53	34-51	32-60	26-51	30-39	22-54
Major	26-44	25-54	35-60	26-41	64-80	43-75
Minor	14-24	14-21	14-28	14-19	15-23	N/A
Total Credits	125-134	122-141	134-167	112-134	142-165	126-154

*Optimum credit range is the range of credits within one standard deviation from the mean.

education and the major would also fall within the acceptable norm found at other AABC schools. Since nearly half of the BA and BS programs offered by AABC colleges include a minor, PBTS should consider offering a minor as an option in the baccalaureate degree programs, especially programs leading to a BA or BS degree. Credits in the minor should be approximately half that of the major. If minors are not desired for the professional degrees, additional credits may be accumulated as electives. A sample of programs based on the three credit hour per course standard already in use at PBTS is presented in Table 14.

All six degrees can be completed in eight semesters. The BRE can be completed at a rate of fifteen credit hours each semester. With a three credit per course basis, the BA and BS can be completed with six semesters at fifteen hours and two semesters at eighteen credit hours. Since the ThB, BMus, and BSM are highly specialized degrees requiring more credits at most AABC schools, the sample programs include

Table 14

Sample Programs for Recommended Baccalaureate Degrees
Using a Three Credit Hour Per Course Standard

Credit Category	BA	BS	ThB	BRE	BMus	BSM
Bible/Theology	39	39	45	36	33	36
General Ed.	39	39	42	36	30	33
Major	33	33	42	33	66	54
Minor/Elective	15	15	15	15	15	15
Total Credits	126	126	144	120	144	138

comparable credit. The ThB and BMus require eight semesters of study at eighteen hours per semester, and the BSM requires six semesters at eighteen credits and two semesters at fifteen credit hours.

A recognized Bible college degree is a valuable competitive commodity for a religious institution in higher education. The selection of PBTS's first baccalaureate degree from those degrees that are widely used in AABC colleges will help to insure that this degree is adequately recognized in Bible college circles. Modeling the credit requirements of the new degree after the norms found in already established programs will help to insure that PBTS remains a qualitative competitor in the Bible college market.

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APPENDIX A

NUMBER OF DIFFERENT ACADEMIC DEGREES IN USE IN 1960
LISTED BY DISCIPLINE

NUMBER OF DIFFERENT ACADEMIC DEGREES IN USE IN 1960
LISTED BY DISCIPLINE

Liberal Arts in General	55
Humanities	101
Natural Sciences	208
Social Sciences	93
Agriculture	75
Architecture	49
Art	59
Business	176
Dentistry	18
Education	256
Engineering	348
Fine Arts	64
Forestry	34
Home Economics	44
Journalism	12
Law	53
Library Science	16
Medicine	146
Music	90
Nursing	25
Pharmacy	13
Public Administration	51
Social Work	17
Speech	37
Theology	82
Miscellaneous	2

Taken from Whaley (1966:526).

APPENDIX B

BACCALAUREATE DEGREES OFFERED BY 106
CHRISTIAN COLLEGES IN 1987-88

BACCALAUREATE DEGREES OFFERED BY 106
CHRISTIAN COLLEGES IN 1987-88

Degrees Offered by 76
Liberal Arts Colleges

Bachelor of Arts	74
Bachelor of Science	56
Bachelor of Music	17
Bachelor of Science in Nursing	13
Bachelor of Music Education	9
Bachelor of Fine Arts	4
Bachelor of Education	3
Bachelor of Science in Engineering	3
Bachelor of Religious Education	2
Bachelor of Theology	2
Bachelor of Business Administration	2
Bachelor of General Studies	1
Bachelor of Biblical Studies	1
Bachelor of Sacred Music	1
Bachelor of Social Work	1
Bachelor of Art Education	1
Bachelor of Science in English and Science	1
Bachelor of Science in Home Economics	1
Bachelor of Science in Business Administration	1
Bachelor of Science in Civil Engineering	1
Bachelor of Science in Electrical Engineering	1
Bachelor of Science in Mechanical Engineering	1
Bachelor of Science in Industrial Engineering	1

Degrees Offered by 32
Bible Colleges

Bachelor of Arts	22
Bachelor of Science	15
Bachelor of Theology	9
Bachelor of Religious Education	8
Bachelor of Sacred Music	5
Bachelor of Music	3
Bachelor of Music Education	2
Bachelor of Science in Bible	2
Bachelor of General and Biblical Studies	1
Bachelor of Arts in Biblical Studies	1
Bachelor of Arts in Biblical Literature	1
Bachelor of Arts in Theology	1
Bachelor of Church Music	1
Bachelor of Arts in Sacred Music	1
Bachelor of Religious Music	1
Bachelor of Social Work	1

Compiled by Ronald C. Kroll from "1987-88 Christian
College Directory," (1987:CG16-66).

APPENDIX C
BIBLE COLLEGES PARTICIPATING IN THE STUDY

BIBLE COLLEGES PARTICIPATING IN THE STUDY

AABC Member Colleges

Alaska Bible College Glennallen, Alaska	Crichton College Memphis, Tennessee
Appalachian Bible College Bradley, West Virginia	East Coast Bible College Charlotte, North Carolina
Arizona College of the Bible Phoenix, Arizona	Emmanuel Bible College Kitchener, Ontario, Canada
Arlington Baptist College Arlington, Texas	Emmanuel College School of Christian Ministries Franklin Springs, Georgia
Baptist Bible College Clarks Summit, Pennsylvania	Emmaus Bible College Dubuque, Iowa
Baptist Bible College Springfield, Missouri	Eugene Bible College Eugene, Oregon
Briercrest Bible College Caronport, Saskatchewan, Canada	Faith Baptist Bible College Ankney, Iowa
Calvary Bible College Kansas City, Missouri	Fort Wayne Bible College Fort Wayne, Indiana
Canadian Bible College Regina, Saskatchewan, Canada	Free Will Baptist Bible College Nashville, Tennessee
Central Baptist College Conway, Arkansas	Friends Bible College Haviland, Kansas
Central Bible College Springfield, Missouri	God's Bible School and College Cincinnati, Ohio
Cincinnati Bible College Cincinnati, Ohio	Grace Bible College Wyoming, Michigan
Circleville Bible College Circleville, Ohio	Grace College of the Bible Omaha, Nebraska
Colorado Christian College Lakewood, Colorado	Great Lakes Bible College Lansing, Michigan
Columbia Bible College Columbia, South Carolina	

John Wesley College
High Point, North Carolina

Johnson Bible College
Knoxville, Tennessee

LIFE Bible College
Los Angeles, California

Lancaster Bible College
Lancaster, Pennsylvania

Lincoln Christian College
Lincoln, Illinois

Lutheran Bible Institute of
Seattle
Issaquah, Washington

Miami Christian College
Miami, Florida

Minnesota Bible College
Rochester, Minnesota

Moody Bible Institute
Chicago, Illinois

Nebraska Christian College
Norfolk, Nebraska

North American Baptist
College
Edmonton, Alberta, Canada

North Central Bible College
Minneapolis, Minnesota

Northeastern Bible College
Essex Fells, New Jersey

Northwestern College
St. Paul, Minnesota

Ontario Bible College
Willowdale, Ontario, Canada

Pacific Christian College
Fullerton, California

Philadelphia College of the
Bible
Langhorne, Pennsylvania

Piedmont Bible College
Winston-Salem, North
Carolina

Puget Sound Christian
College
Edmonds, Washington

Reformed Bible College
Grand Rapids, Michigan

Roanoke Bible College
Elizabeth City, North
Carolina

St. Louis Christian College
Florissant, Missouri

St. Paul Bible College
St. Bonifacius, Minnesota

San Jose Bible College
San Jose, California

Simpson College
San Francisco, California

Southeastern Bible College
Birmingham, Alabama

Southwest Assemblies of God
College
Waxahachie, Texas

Southwestern College
Phoenix, Arizona

Toccoa Falls College
Toccoa Falls, Georgia

Trinity Bible College
Ellendale, North Dakota

United Wesleyan College
Allentown, Pennsylvania

Valley Forge Christian
College
Phoenixville, Pennsylvania

Vennard College
University Park, Iowa

Washington Bible College
Lanham, Maryland

Western Baptist College
Salem, Oregon

Western Pentecostal Bible
College
Clayburn, British Columbia,
Canada

William Tyndale College
Farmington Hills, Michigan

Winnipeg Bible College
Otterburne, Manitoba, Canada

AABC Candidate Colleges

Bethany Bible College
Sussex, New Brunswick,
Canada

Boise Bible College
Boise, Idaho

Columbia Bible College
Clearbrook, British Colum-
bia, Canada

Eastern Pentecostal Bible
College
Peterborough, Ontario,
Canada

Florida Bible College
Kissimmee, Florida

Magnolia Bible College
Kosciusko, Mississippi

Northwest Baptist Theologi-
cal College
Vancouver, British Columbia,
Canada

Ozark Christian College
Joplin, Missouri

Southeastern Baptist College
Laurel, Mississippi

APPENDIX D

QUESTIONNAIRE SENT TO AMERICAN ASSOCIATION OF BIBLE
COLLEGES MEMBER AND CANDIDATE INSTITUTIONS

**BACCALAUREATE DEGREE AND CREDIT HOUR REQUIREMENTS
QUESTIONNAIRE**

*Please complete this form and return it to Ronald C. Kroll,
Practical Bible Training School, Bible School Park, New York 13737.*

____ Please check if you wish a summary of study findings.

College Name _____

Address _____

Accredited by: _____

Current FTE: _____

Credits reported in (please check one):

_____ Semester Hours _____ Quarter Hours

Information Reported by:

Name _____ Title _____

Please list all baccalaureate degrees individually:

Degree _____ Total Credits _____

Credits Bible/Theology _____ Credits in Major _____

Credits in General Ed. _____ Credits in Minor _____

Available Majors _____

Degree _____ Total Credits _____

Credits Bible/Theology _____ Credits in Major _____

Credits in General Ed. _____ Credits in Minor _____

Available Majors _____

BACCALAUREATE DEGREE AND CREDIT HOUR
REQUIREMENTS QUESTIONNAIRE

Degree _____ Total Credits _____
 Credits Bible/Theology _____ Credits in Major _____
 Credits in General Ed. _____ Credits in Minor _____
 Available Majors _____

Degree _____ Total Credits _____
 Credits Bible/Theology _____ Credits in Major _____
 Credits in General Ed. _____ Credits in Minor _____
 Available Majors _____

Degree _____ Total Credits _____
 Credits Bible/Theology _____ Credits in Major _____
 Credits in General Ed. _____ Credits in Minor _____
 Available Majors _____

Degree _____ Total Credits _____
 Credits Bible/Theology _____ Credits in Major _____
 Credits in General Ed. _____ Credits in Minor _____
 Available Majors _____

Please attach additional sheets if more space is needed.

APPENDIX E

CREDIT HOUR REQUIREMENTS BY REGION, ENROLLMENT,
AND ACCREDITATION CATEGORY FOR EACH DEGREE

**CREDIT HOUR REQUIREMENTS BY REGION, ENROLLMENT,
AND ACCREDITATION CATEGORY FOR EACH DEGREE**

Category	BA	BS	ThB	BRE	BMus	BSM
N=	56	41	20	15	8	8
Total Credit Hours:						
Mean	129.2	131.4	150.1	122.9	153.7	139.8
Standard Deviation	4.3	9.5	16.5	10.8	11.5	14.1
Northeast	135.3	129.5	160.0	126.0	163.5	148.0
South	129.4	135.6	161.8	129.0	163.0	N/A*
Midwest	130.0	131.2	157.8	126.9	150.5	152.3
Northwest	126.8	125.6	160.0	125.0	N/A	127.0
Southwest	129.0	128.9	139.0	125.0	N/A	127.0
Canada	126.1	128.0	135.0	118.3	N/A	132.0
FTE Less Than 200	129.3	131.2	157.5	122.6	161.5	130.5
FTE 200 to 500	128.7	130.5	142.2	122.7	150.7	148.6
FTE Greater Than 500	130.4	134.1	160.0	126.0	N/A	131.5
Regionally Accredited	130.1	132.6	159.1	126.1	149.9	146.8
Not Regionally Accredited	128.7	130.1	145.2	122.0	160.0	132.9
AABC Member	129.3	131.5	150.2	121.8	153.7	139.8
AABC Candidate	128.8	130.1	149.3	127.0	N/A	N/A
Credits in Bible and Theology:						
Mean	40.4	39.4	46.0	37.9	38.3	37.1
Standard Deviation	8.6	10.5	8.2	6.0	7.1	6.0
Northeast	55.5	40.4	51.0	30.0	51.0	42.0
South	42.4	37.5	53.1	45.0	44.0	N/A
Midwest	39.4	40.1	42.1	33.8	35.2	37.5
Northwest	39.7	40.5	32.0	42.0	N/A	42.0
Southwest	37.2	39.8	39.5	42.0	N/A	30.0
Canada	37.6	42.0	48.9	40.4	N/A	33.0
FTE Less Than 200	43.5	42.4	48.9	37.1	39.0	42.0
FTE 200 to 500	37.4	38.5	42.0	40.3	37.0	36.8
FTE Greater Than 500	37.6	33.8	54.8	30.0	N/A	33.0
Regionally Accredited	37.2	36.7	43.8	37.0	38.6	39.8
Not Regionally Accredited	42.2	42.6	47.2	38.2	37.7	34.5
AABC Member	39.5	39.1	44.7	37.0	38.3	37.1
AABC Candidate	49.4	43.7	53.3	41.7	N/A	N/A

*N/A - not applicable, no colleges reporting credits in this category.

(continued)

CREDIT HOUR REQUIREMENTS (continued)

Category	BA	BS	ThB	BRE	BMus	BSM
Credits in General Education:						
Mean	44.6	42.5	45.5	38.2	34.3	37.9
Standard Deviation	8.0	8.4	14.0	12.4	4.4	16.0
Northeast	37.5	47.2	40.0	43.0	28.8	37.0
South	46.2	43.1	42.2	31.0	31.0	N/A*
Midwest	43.8	39.5	59.2	50.2	35.8	38.5
Northwest	40.8	39.1	45.0	36.0	N/A	33.0
Southwest	48.1	49.0	49.5	36.0	N/A	45.0
Canada	43.5	43.0	33.6	30.2	N/A	37.0
FTE Less Than 200	43.4	40.9	41.7	38.5	32.0	32.5
FTE 200 to 500	46.3	45.1	48.6	36.9	35.3	31.3
FTE Greater Than 500	44.2	40.7	45.0	43.0	N/A	56.5
Regionally Accredited	46.1	45.0	53.1	46.6	33.4	39.5
Not Regionally Accredited	43.7	39.6	41.3	36.0	36.0	36.3
AABC Member	45.0	42.8	45.3	38.2	34.3	37.9
AABC Candidate	41.1	38.6	46.3	38.0	N/A	N/A
Credits in the Major (or equivalent):						
Mean	34.9	39.5	47.3	33.3	72.0	58.6
Standard Deviation	9.1	14.3	12.6	7.6	7.9	16.0
Northeast	55.5	35.7	51.0	N/A	83.8	60.0
South	33.4	42.3	58.2	26.0	57.0	N/A
Midwest	35.1	44.3	36.8	31.7	72.5	76.3
Northwest	33.5	32.3	61.0	30.0	N/A	42.0
Southwest	35.2	31.0	57.0	30.0	N/A	54.0
Canada	29.5	18.0	45.9	36.3	N/A	51.0
FTE Less Than 200	34.3	36.9	51.6	32.8	64.0	51.0
FTE 200 to 500	34.8	37.6	41.4	33.8	68.5	74.2
FTE Greater Than 500	37.2	54.0	64.5	N/A	N/A	43.0
Regionally Accredited	35.1	39.6	49.6	29.7	70.6	64.7
Not Regionally Accredited	34.9	39.4	46.0	34.4	74.3	54.1
AABC Member	35.2	39.6	48.2	32.0	72.0	58.6
AABC Candidate	31.5	38.9	43.7	40.5	N/A	N/A

*N/A - not applicable, no colleges reporting credits in this category.